2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
El Paso Independent School District	071902	043, 045, 051, 054	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000769	19	TX-016	079841979

Mailing address		City	State	ZIP Code
6531 Boeing Drive		El Paso	TX	79925-1086

Primary Contact

First name	M.I.	Last name	Title
Mary Ann		Clark	Director Advanced Academic Services

Telephone #	Email address	FAX #
915-230-2373	mxclark@episd.org	915-230-0367

Secondary Contact

First name	M.I.	Last name	Title
Karen	E.	Taylor	District Grants Manager

Telephone #	Email address	FAX #
915-230-2346	ketaylor@episd.org	915-230-0346

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Juan	E.	Cabrera	Superintendent
Telephone #	Email address		FAX #
915-230-2581	superintendent@episd.org		915-230-0575

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-14-107-017

Schedule #1—General Information (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Under the Technology Lending Program Grant (TLPG) opportunity, the El Paso Independent School District (EPISD) proposes the expansion of a technology lending program that it developed under the 2012-2013 TLPG opportunity into eighth grade Algebra classes at four eligible middle schools. The District's program also includes the expansion of digital instructional material that was also developed under another previously funded grant project.

The District's proposed project, **Algebra Readiness: Stairway to College** focuses on increasing rigor for Programs of Study; it enhances three of the nine Algebra Readiness key practices in order to continue increasing the preparedness of middle school students to meet assessment standards: 1) Effective supplemental resources; 2) Appropriate technology; and 3) Active, ongoing student engagement.

Digital Instruction:

Leveraged Resources. The District will leverage resources that it developed under the 2010-2012 Algebra Readiness grant to prepare students at three of its 16 middle schools for the transition from Texas Assessment of Knowledge and Skills (TAKS) testing to the Algebra I End-of-Course exam. Under the Algebra Readiness grant, EPISD was able to complete the implementation of the nine mandatory Algebra Readiness key practices (extended learning time; instructional coaching at the campus; effective supplemental resources; common planning time; effective professional development; administrator training; appropriate technology; active, ongoing student engagement; and guidance and communication for parents) using a variety of strategies.

The Algebra Readiness grant provided considerable training for teachers, the math coach, and administrators in order to improve content and pedagogical knowledge. Parental involvement was increased in order to bolster student engagement by improving communication between parents and teachers. Through "math night" workshops and training sessions, parents were able to learn about current and future math curriculum and instruction and receive the training necessary to help their children understand math concepts and improve their success rate. Additionally, students and teachers were provided resources to improve instruction, enhance student engagement, and improve students' problem-solving skills; students received graphing technology (calculators), while teachers and coaches were provided multimedia instructional equipment. To further enhance engagement, students also received personal, portable wireless devices (i.e. tablets) upon which the District loaded its first District-developed, digital, interactive, supplemental student Algebra I textbook using the in-kind services of the District's technology department staff.

Innovative Instruction. EPISD has a standards-based curriculum in place which aligns instruction, textbooks and various supplemental resources with State and local standards. The Algebra Readiness grant allowed the District to further align its model for the Algebra I End-of-Course exam to these standards. Using District curriculum, EPISD staff developed and designed digital instructional Algebra textbooks for students' use which was launched at the original three Algebra grant middle schools in the 2012-2013 school year.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Student Engagement/Participation. The digitalization of the Algebra textbook opened up student access to a wide range of supplemental resources. From online research engines to tablet applications that supplement instruction, students will have a plethora of online and offline resources available which they can access during and after school. The enhanced ancillary resources will increase student engagement and learning as students investigate alternative materials that substantiate classroom instruction.

Technology Lending Plan

Leveraged Resources. Under the 2012-2013 TLPG project, the District used in-kind services to develop and implement a student technology lending program to enhance the digital instruction program it developed in 2010. Although the District had an Acceptable Use Agreement (AUA) in place at the time, a Technology Lending Agreement was not available. Under the 2012-2013 TLPG, the Grant Coordinator developed a lending agreement which students and parents/guardians are required to sign in order for students to receive a device. Students check out the personal, portable wireless device at the beginning of the school year and return it at the end of the school year. This process allows students to have 24-hour access to the District-developed, digital, supplemental student Algebra I textbook. The District has established a minimal fee to help defer the cost of damaged equipment which is optional and based on a family's ability to pay.

The 2012-2013 TLPG funds also allowed for the expansion of the District-developed digital instructional tool into eighth grade Algebra classes at three additional middle schools as well as the complete implementation of the instructional material at one of the original schools whose student population did not receive personal devices.

The 2014-2016 TLPG opportunity will now allow the District to expand the digital instruction and lending program into four new middle schools, bringing the total to 10 middle schools (or 63%) using the digital instruction and technology lending program. EPISD will cover the cost of teacher equipment at the target campuses. The District also understands that grant funds cannot be used to replace lost, stolen, or damaged equipment and will therefore cover this using alternative funding sources. The District will also cover campus technology infrastructure needs.

The District's Technology Plan for 2011-2013 was submitted and approved by TEA. The 2014-2017 Technology Plan has been submitted and is pending approval.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 071902				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$-0-	$-0-	$-0-	
Schedule #9	Supplies and Materials (6300)	6300	$98,423	$-0-	$98,423	
Schedule #10	Other Operating Costs (6400)	6400	$-0-	$-0-	$-0-	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$-0-	$-0-	$-0-	
	Total direct costs:		$-0-	$-0-	$-0-	
	1.595% indirect costs (see note):		N/A	$1,569	$1,569	
	Grand total of budgeted costs (add all entries in each column):		**$98,423**	**$1,569**	**$99,992**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$98,423
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14,763

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 071902				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				**Grant Amount Budgeted**	
	☐ Print shop fees		☐ Technology-related supplies		$-0-	
	☐ Postage		☐ Other:			
	☐ Copy paper		☐ Other:			
	Technology Hardware—Not Capitalized					
6399	#	Type	Purpose	Quantity	Unit Cost	**Grant Amount Budgeted**
	1	Tablets	Student instruction. Personal, portable wireless devices	250	$379	$98,423
	2	Tablets	Student instruction. Personal, portable wireless devices	6	$383	
	3	Tablet covers	Student device protective cover	55	$25	
	4				$	
	5				$	
6399	Technology software—Not capitalized					$-0-
6399	Supplies and materials associated with advisory council or committee					$-0-
	Subtotal supplies and materials requiring specific approval:					$-0-
	Remaining 6300—Supplies and materials that do not require specific approval:					$-0-
	Grand total:					$98,423

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			63,794	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	2,595	N/A	Attendance rate	95.6%
Hispanic	52,685	N/A	Annual dropout rate (Gr 9-12)	2.6%
White	6,943	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	676	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	45,549	71.4%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	16,164	25.3%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	2,007	2.9%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 1:Student Demographics *(remaining populations for total enrollment of 63,794)*

Category	Number
American Indian	140
Pacific Islander	126
Two or More Races	629
	895

Data Source: 2011-12 Academic Excellence Indicator system (AEIS) to align to data source used for campus eligibility requirements.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public										256					256
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:										256					256

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District performed a thorough needs assessment to prioritize and select a well-rounded group of campuses that will participate in the proposed project. EPISD's needs assessment began with a review of the grant purpose in respect to the District's goals, vision and current initiatives. Upon consideration of grant requirements, the District identified recent grant initiatives with similar goals that impacted middle school students - the 2010-2012 Algebra Readiness project and the 2012-2013 TLPG. Therefore, it was feasible to continue the work started in middle schools, a critical transitional stage for students.

Since the District had already invested grant funds, the District's time, and the District's effort in the development of electronic instructional material and a technology lending program, the 2014-2016 opportunity was perfectly aligned to the District's focus. The Algebra Readiness grant provided the opportunity to introduce students (and teachers) to digital instruction and to begin providing students with personal, wireless devices while the 2012-2013 TLPG opportunity provided an avenue for the District to develop a lending agreement so students could have 24 hour access to electronic tools and material. For these and a variety of other reasons, the Algebra initiative was identified as the most practical initiative to continue enhancing. Although the eligibility requirements of the 2014-2016 TLPG opportunity are slightly different than those in 2012-2013 TLPG opportunity, they both focus on implementing a technology lending program to loan students the equipment necessary to access and use electronic instructional materials.

In addition to the above discussions, it was noted that Algebra is an integral subject in secondary education. Not only is successful completion of Algebra a requirement for high school graduation, it is a prerequisite for many of the District's advanced Career and Technical Education courses. It also provides the foundational knowledge students need for advanced mathematics and other core areas. Students that master Algebra in their intermediate years through Pre-Advanced Placement courses have a higher probability of taking and completing advanced mathematics course work in high school. Moreover, the rigor provided in the Algebra course supports the District's focus on increasing student participation in advanced courses of study.

Next, stakeholders reviewed program eligibility requirements. They identified middle schools that had economically disadvantaged rates at or above 40% and they considered the rates in conjunction with campus locations within the City and within the District's boundaries. The middle school campuses selected to participate in the program (Armendariz, Canyon Hills, Charles, and Lincoln) had rates between 60.5% and 92.7%. This analysis helped ensure equitable participation of students throughout the District's boundaries as well as equal distribution of the anticipated enriched human capital and its value added throughout the city of El Paso. The target campuses will impact all of EPISD's service areas in the south, central, west, and northeast sides of El Paso. Consideration also was given to the high schools that these schools feed into. By considering the Programs of Study in each high school, the District's selection of participating middle schools ensured fair distribution throughout the system. The middle schools will feed into high schools with a variety of advanced focus areas from those with advanced placement and dual credit offerings to the District's first T-STEM school, as well as magnet schools that focus on pre-engineering, international baccalaureate, criminal justice and dual language.

After confirming that the District had an approved Technology Plan on file system with TEA for the 2013-2014 school year, a final consideration was given to the last eligibility requirement – the technology needs of each campus not already participating in the technology lending program. A review of the 2012-2013 School Technology and Readiness (STaR) Chart revealed that all District middle schools were in need of technological improvements; their needs varied across the four levels of technology preparedness. The middle school campuses selected to participate in the program (Armendariz, Canyon Hills, Charles, and Lincoln) all were at level 2-Developing Tech in the Teaching and Learning (TL) and Educator Preparation and Development (EP) levels. Principals have been in support of the program since its implementation under the Algebra Readiness grant in 2010-2012. Target campus Principals are anxious to have the program implemented at their school; their formal support is on file.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Improve student achievement in mathematics comparable to those in Algebra** *The 2012-13 Texas Academic Performance Report (TAPR) reports showed that all target campuses need improvement in mathematics. State of Texas Assessments of Academic Readiness (STAAR) scores showed between 72% and 86% of 8th grade students at the target campuses were at Phase-in 1 Level II or Above and only 34% to 39% of all grades were at Final Level II or Above. While 97% to 100% of the students taking the Algebra I End of Course test were at Phase-in 1 Level II or Above.*	The proposed project focuses on Algebra for various reasons including the rigor of the course and the success of the students that participate in it. The target campuses have high economically disadvantaged rates (between 60.5% and 92.7%) and low general mathematics scores. This project will serve as a catalyst to show students (particularly high-need students) that they can be successful in basic and advanced mathematics. In addition to creating a technology lending program that includes digital instruction, the project will indirectly raise awareness of and participation in advanced coursework.
2.	**Improve student engagement in Algebra courses** *In order to continue enhancing the Algebra Readiness key practice standards, students need effective supplemental resources, such as appropriate technology, to help provide active, ongoing student engagement.*	The proposed project leverages past investments in digital instruction and technology lending. By expanding these strategies into four additional middle schools, it helps the District serve 63% of its middle schools. It also helps the District move closer to its ultimate goal of full implementation of the technology lending program and interactive algebra digital instructional material at the District's 16 middle schools, thereby achieving a 1:1 student to personal, wireless device ratio.
3.	**Provide equitable access to technology** *In order to have access to technology at home, students must have access to technology devices outside of the school day.*	This project will give economically disadvantaged students access to technology outside of the school. Students have access to additional resources for completion of homework as well as additional practice with Algebra.
4.	**Improve teacher instruction in Algebra courses** *In order to improve instruction using technology, teachers must be trained on how to use technology and how to maximize the use of technology in the classroom.*	Although the grant does not allow for the use of grant funds to provide professional development, the digital instruction component of the technology lending program has caused the District to determine the most cost effective way to provide appropriate training for participating teachers. The District has and will continue to develop teacher training on the use of personal, wireless student devices in the Algebra classroom though the staff development branch of its Technology Services Department.
5.	N/A	N/A

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Schedule #14—Management Plan

County-district number or vendor ID: 071902 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Advanced Academic Services	Master's Degree; Texas Mid-Management or Supervisory Certificate; Gifted and Talented Certification; Teaching Experience; Experience in Gifted and Talented Education; Administrative/Support Experience
2.		
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Complete internal procedures	1.	Obtain appropriate District approvals for award	10/01/2014	11/14/2014
		2.	Order student technology	11/17/2014	12/05/2014
		3.	**Ensure** 50% of fund expended in 1st four months	10/01/2014	02/01/2015
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Implement current technology lending program at target campuses	1.	Prepare training schedules	10/01/2014	10/31/2014
		2.	**Ensure initial** teacher training in 1st three months	10/01/2014	12/31/2014
		3.	Receive tablets, load with instructional material	12/08/2014	02/13/2015
		4.	Distribute student devices & lending agreement	02/17/2015	02/27/2015
		5.	Obtain student and parent signatures	02/17/2015	03/06/2015
3.	Advance the use of District-developed digital instructional material	1.	**Ensure** 100% of fund expended by end of year 1	10/01/2014	08/31/2015
		2.	Provide ongoing program updates to target schools	10/01/2014	08/31/2016
		3.	Provide ongoing training for teachers as needed	10/01/2014	08/31/2016
		4.	Provide ongoing technical support to campuses	10/01/2014	08/31/2016
		5.	Infuse the digital instructional materials into the instructional practices of the target campuses	10/01/2014	08/31/2016
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's Director of Advanced Academic Services (AAS) will serve as the Grant Coordinator and will be responsible for coordinating the grant project at the District level. The Director of AAS has a Master of Arts in Educational Administration and has a 30-hour Gifted and Talented (GT) Certification. She also holds a Bachelor of Science in Elementary Education with a minor in Speech Communications. The Director of AAS oversees the District's GT, Pre-Advanced Placement (AP), and AP programs as well as many other programs for advanced students (ex. Cultural Arts Academy, summer pre-medical program, Word Weavers Academy, etc.). The Director also oversees the District's College Readiness Initiatives as well as Dual Credit programs. The Director of AAS served as a teacher in various grade levels for 28 years and as an AAS Teacher Leader/Facilitator for five years before assuming her present role. The Director of AAS is actively involved in many advanced education professional organizations and committees and has an extensive list of recognitions for her work.

The Director of AAS/Grant Coordinator reports directly to the Assistant Superintendent of Curriculum and Instruction/ Research and Evaluation. The Grant Coordinator will meet regularly with school administrators, teachers, and other District stakeholders in order to keep them abreast of program implementation and to discuss and resolve issues as they arise. The Director of AAS is in constant communication with all District campuses involved in Gifted and Talented and Advanced Placement programs as a regular part of her daily routine. Therefore, continuous communication with the grant target campuses will be a smooth addition to her normal routine.

At the campus level, the Grant Coordinator will have the assistance of campus principals and teachers. Campus staff will provide feedback and offer suggestions for continuous program improvement as they undergo non-grant funded professional development and interact daily with students and parents participating in the grant program. The Grant Coordinator will ensure that participating teachers are well informed of program plans, objectives, progress, problems, deadlines, and changes as applicable. The Grant Coordinator will also solicit feedback from teachers, students, and parents in order to ensure smooth operation and continuous improvement of the project. Periodic reports will be presented to top administrators in order to ensure that they are informed of the grant project and kept abreast of issues.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project, *Algebra Readiness: Stairway to College* is a continuation of previously funded grant programs; it focuses on increasing rigor for Programs of Study. Although the original grant funding has ended, the District continues its commitment to the program to ensure sustainability. Having invested time and effort into the design of its first District-developed, digital, interactive, supplemental student Algebra I textbook, the District has prepared schools and teachers for program implementation. Personal, portable, wireless devices have been loaded with the digital instructional material and distributed to Algebra students at six of the District's 16 middle schools. Although the Algebra Readiness initiative was a grant-funded program designed to improve the preparedness of middle school students for the Algebra I End-of-Course exam, the supplemental digital Algebra textbook students are now using was developed using the in-kind services of the District's technology staff. 2012-2013 TLPG funds allowed for the expansion of this District-developed digital instructional tool and its affiliated lending program into eighth grade Algebra classes at additional middle schools; the 2014-2016 TLPG will allow for implementation at four additional middle schools.

The District is committed to sustaining digital instruction as evidenced by its in-kind investment in instructional design as well as its financial investment in teacher equipment and the campus infrastructure needed to operate a digital instruction program. District campuses are also committed to District strategies. The target campuses are committed to the implementation of the District's standards-based curriculum that served as the foundation for the development of the digital algebra textbook. Moreover, they are committed to advanced learning opportunities that benefit their students, such as the one proposed in this application.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Campus visits	1.	Campus staff feedback (i.e. Teachers, Principal, etc.)
		2.	Classroom observations
		3.	Student feedback via online surveys
2.	Stakeholder meetings	1.	Increased teacher use of technology in classroom instruction
		2.	Improved teacher knowledge about digital instructional materials
		3.	Parental input / reporting
3.	Training records	1.	Increased student engagement, participation, and success in Algebra
		2.	District's Professional Development System (PDS) and/or sign in sheets.
		3.	Improved teacher knowledge about digital instructional materials
4.	Participant surveys	1.	Teacher surveys created and administered
		2.	Student online surveys created and administered during school day
		3.	Parent surveys created and administered
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data about the program's effectiveness will be obtained through a variety of methods. The information derived from analyzing the data will provide stakeholders critical insight into the program. The identification and correction of problems will occur during the communication process used to obtain feedback and through the evaluation methods identified in Part 1 above. As noted under Schedule 14 Part 3, the Grant Coordinator will meet regularly with school administrators, teachers, and other District stakeholders in order to keep them abreast of program implementation and to discuss and resolve issues as they arise. As the Director of Advanced Academic Services for the District, the Grant Coordinator is in constant communication with all campuses involved in Gifted and Talented and Advanced Placement programs; continuous communication is a part of her daily routine. Moreover, the Grant Coordinator will keep the top Administrators impacted by the grant project informed of project status and/or problems as they arise through periodic reporting (i.e. verbal and/or written communications).

Students will provide input through an online survey that will be developed and administered during the regular school day. Parents will provide input during individual and/or group meetings held during the course of the grant cycle. From the continuous feedback and suggestions provided by campus staff as they undergo training and interact with program participants, the Grant Coordinator will be able to analyze the strengths and weaknesses in order to improve the project. The overall program effectiveness will be measured by established program performance measures: 1.) Number and percent of students who checked out a device as part of the technology lending program by grade level on participating campus(es); 2.) Number and percent of eligible economically disadvantaged students participating in the technology lending program; 3.) Number and percent of eligible economically disadvantaged students who had Internet access installed in their residences as part of the technology lending program; 4.) Ratio (e.g., 1:1) of technology devices to students needing devices on participating campus(es); 5.) Number and names of courses using digital content on participating campus(es); 6.) Titles of digital materials used within courses as part of the Technology Lending Program Grant on participating campus(es); 7.) Number and percent of teachers on participating campus(es) who leveraged electronic instructional materials to students as a result of the technology lending program; 8.) Number of online courses taken by participating students as a result of the technology lending program as applicable; and 9.) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of each year of the grant period.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071902	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Background. The proposed project is an _enhancement_ of two previously funded grant programs _through expansion_. The 2010-2012 Algebra Readiness grant program focused on preparing students for the transition from Texas Assessment of Knowledge and Skills (TAKS) testing to the Algebra I End-of-Course exams. To enhance student engagement under the Algebra Readiness grant, students received personal, portable wireless devices (i.e. tablets) upon which EPISD loaded its first District-developed, digital, interactive, supplemental student Algebra I textbook. The textbook was developed using the in-kind services of the District's technology staff. Under the 2012-2013 TLPG project, the District expanded the digital instructional materials into eighth grade Algebra classes at three additional middle schools; it also implemented a technology lending program.

The Program. EPISD will use 2014-2016 TLPG funds to expand the technology lending program that it implemented under the 2012-2013 TLPG opportunity; it will also include the expansion of the digital instruction component. In order to continue increasing the preparedness of middle school students to meet assessment standards, the proposed project, **Algebra Readiness: Stairway to College** focuses on increasing rigor for Programs of Study. As mentioned, Algebra is an integral subject in secondary education. Algebra is required for high school graduation, it is a prerequisite for many advanced courses, and it provides the foundational knowledge students need for advanced mathematics and other core areas. If mastered in their intermediate years, students have a higher probability of taking and completing high school advanced mathematics. In support of Algebra, the project also enhances three of the nine Algebra Readiness key practices 1) Effective supplemental resources; 2) Appropriate technology; and 3) Active, ongoing student engagement through the integration of student electronic devices.

EPISD will use TLPG **grant funds** to purchase personal, wireless devices and device covers for student participants at four target middle schools. Students in Algebra courses will receive appropriate technology in the form of personal, portable wireless devices (i.e. tablets) upon which the District will load its District-developed, digital, interactive, supplemental student Algebra I textbook. The device will serve as an effective supplemental resource to the traditional Algebra instructions, the daily use of which will increase and/or improve student engagement.

The Campuses. The 2014-2016 TLPG opportunity will allow the District to pick up four additional middle schools that are at level 2 (Developing Technology) on the STaR Chart in both Teaching and Learning (TL) and Educator Preparation and Development (EP) bringing the total to 10 of the District's 16 middle schools (or 63%) using the technology lending and digital instruction program. The target campuses are also all Title I schools, they are spread across the District's boundaries, they feed into a variety of the District's high schools with advance programs, and they have economically disadvantaged rates between 60.5% and 92.7% as noted in the 2011-12 AEIS reports.

With an economically disadvantaged rate of 92.7% and located in the District's south central boundary area, **Armendariz Middle School** is the smallest of the participating schools with a total student population of 725 as recorded in the 2011-12 AEIS reports. Students from Armendariz will feed into the District's Criminal Justice magnet high school.

Both **Canyon Hills and Charles** middle schools are in the northeast area of the City. Known for its proximity to the Ft. Bliss military instillation, campuses in this area have decent military-student populations. Of the 869 students at Canyon Hills, 79.2% are economically disadvantaged, while 77.4% of Charles' 776 students fall into the same category. Canyon Hills students will transfer into one of two District high schools – the pre-engineering magnet or the District's first full-campus T-STEM high school. Charles students will feed into a high school with high dual credit offerings.

The final campus is **Lincoln** Middle School. Although located on the westside (considered the affluent area), **Lincoln** Middle School had a 2011-2012 economically disadvantaged student population of 60.5% and a total student count of 1,022. The largest of the participating schools in student size and Algebra enrollment, students from Lincoln will also feed into two District high schools – one with high dual credit offerings and another that hosts the District's International Baccalaureate magnet program.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District has not purchased and does not anticipate purchasing lending equipment for students through any other funding source such as Instructional Materials Allotment (IMA). At the time of application, IMA funds were not sufficient to purchase the lending equipment described in this application.

The District will ensure that equipment from all funding sources will be used in a cohesive manner to support the program. As noted, past grant opportunities provided the avenue to begin the program with the purchase of personal wireless devices for students enrolled in Algebra courses at three target campuses. Another grant opportunity allowed for the expansion of the program into three additional schools which included the purchases of additional personal student wireless devices. The current TLPG opportunity will provide the third opportunity for the District to expand the program and secure personal wireless devices for students enrolled in Algebra courses.

Future technology purchases of student personal wireless devices needed to expand the program will be sought through other funding sources including grant opportunities. Upon implementation of the 2014-2016 TLPG program, grant funds will have assisted the District in fully serving 63% of its target middle schools and in building its capacity to accomplish its ultimate goal of full implementation of the technology lending program and interactive Algebra digital instructional material at the District's 16 middle schools, thereby achieving a 1:1 student to personal, wireless device ratio.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project is aligned to EPISD's vision and core beliefs. EPISD's vision statement is - *Education will become our community's highest priority and EPISD graduates will be its most productive contributing members.*

EPISD operates under the following core belief statements:

1. Students come first in all actions and decision-making.
2. In an appropriate setting and with the proper instruction, every child can learn.
3. Every child is entitled to a teacher that is the best we can hire for that position and who believes every child can learn.
4. Students will be more productive community members if they value community service and civic mindedness.
5. We must be open and transparent in our dealings with the public and be fiscally responsible with our resources in order to allocate appropriately.
6. The District will have zero tolerance for immoral, unethical, and illegal behavior.
7. We have a competitive advantage as our community is bilingual, bicultural, and biliterate, and should be supported in the classroom.
8. Family engagement is critical to the success of students.

Without much elaboration, it is clear to see how the project is aligned to the District's vision and core beliefs; there is specific goal alignment along core belief items 1, 2, 3, and 8.

The proposed technology lending project and digital instruction material is primarily focused on students and student learning (items 1 and 2). Regardless of socio-economic status, the District believes that all students are capable of success – the Algebra course adds rigor to the academic coursework of students that are not expected to be successful. As noted, this program will support students at campuses with economically disadvantaged rate ranging between 60.5% and 92.7%; their ethnic distribution is primarily Hispanic, with rates between 78.0% and 97.8%.

The professional development that will be provided by the District has been specifically designed to support the use of technology in the Algebra classroom; this strategy helps the District ensure that teachers are properly trained and able to perform the rigorous course instructions required for the Algebra course (item 3). Family engagement is addressed (item 8) in the form of parental informative sessions that will be held prior to the release of equipment to the students. Program details and terms of the agreement (including procedures for reporting lost, damaged, or stolen equipment), will be discussed during these sessions.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EPISD serves 16 middle schools. The campuses selected to participate were prioritized based on a review of a number of variables which led to the District's determination of which schools had the highest need for a technology lending program. After selecting the subject and grade level, the District considered the economically disadvantaged rates of each campus in conjunction with consideration of campus location within the City and the District's border. This analysis allowed the District to ensure equitable participation of students throughout the District's boundaries. Furthermore, by considering the benefit to the community (resulting from the students' successful comprehension and completion of the Algebra course), it ensures equal distribution of the anticipated, enriched human capital throughout the city of El Paso thereby improving the likelihood that all areas of the City benefit from the value added.

Academically, the success levels of District middle schools, particularly in advanced courses of study were considered as was the high schools that the target middle schools fed into along with their respective Programs of Study. The result was a selection of middle schools that will feed into high schools with a variety of advanced focus areas such as traditional high schools with advanced placement and high dual credit offerings, the District's first T-STEM high school, and magnet schools that focus on everything from international baccalaureate to criminal justice and pre-engineering.

Technology needs were considered across the two STaR Chart categories - Teaching and Learning (TL) and Educator Preparation and Development (EP) as well as their level of development. Although there were other eligible campuses, the District could not use technology as the sole factor for prioritizing campus selection. Had the District considered technology needs in a vacuum, independent of the other variables analyzed, it would have resulted in a limited selection of campuses with a limited distribution across the District and the community.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program aligns with current curriculum in several ways.

1. EPISD teachers created the digital interactive Algebra 1 textbook to directly align with the District's Pre-AP Algebra 1 scope and sequence and curriculum. Each unit of digital text follows each curricular unit with rich examples and interactive practice items.
2. The digital textbook uses examples and resources from the greater El Paso region. The personalization of the text creates a higher interest and familiarity with the content for students.
3. The digital textbook addresses student's 21st Century Learning needs through technology. Students experience learning new concepts in an engaging and interactive environment.
4. The use of the digital textbook on a contained device gives economically disadvantaged students access to digital content aligned to the curriculum at home. Many of these do not have access to additional content and/or resources. Without the resources, students are limited to traditional paper and pencil practice at home.
5. Resources utilized on these devices allow students to interact with Algebraic concepts with increasing rigor. This better prepares students for more rigorous AP and Dual Credit mathematics in high school.
6. Resources on these devices also provide practice for eighth grade mathematical concepts for which students may need additional practice. Students in the eighth grade Pre-AP Algebra 1 math have not taken the regular eighth grade mathematics course; they have tested out of the course. However, frequently, students need additional practices with isolated concepts. The practice is tailored to individual student needs.

The use of the technology program follows the District's classroom management policies and practices. These devices are currently being used for instruction in the District's English Language Arts classes, as well as in Pre-AP Algebra 1 classes at several of the District's middle schools. Students are able to check out the devices at the beginning of the year, once both they and their parents/guardians attend training at their campuses regarding the care and use of the devices. Parents/guardians and students sign a contract for the use of the devices. Students who misuse the devices are bound by the terms and subsequent consequences listed on the contract.

Classrooms with students utilizing these devices have reported higher levels of student engagement in the learning. Teachers in these classrooms are able to further personalize student learning utilizing these devices. Their largest complaint is that the devices are not available for sixth and seventh grade students. The devices are highly useful as they are not internet dependent. Many of the students from economically disadvantaged homes do not have access to the internet.

Teachers will be continuing to improve the digital textbook as revisions and updates continue to be made to the District's Pre-AP Algebra 1 curriculum. Additional resources, as well as rigorous and relevant interactive student practice opportunities will be added to the devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project, ***Algebra Readiness: Stairway to College*** is designed to support students in eighth grade Algebra. The use of digital content was developed in 2010 using District in-kind services in support of the Algebra Readiness grant. The current technology lending program was developed under the 2012-2013 TLPG opportunity

Algebra was selected as the subject area for many reasons: Algebra is an integral subject in secondary education, it is a requirement for high school graduation, it is a prerequisite for many of the District's advanced Career and Technical Education courses, and it provides students the foundational knowledge they need for advanced mathematics and other core areas. Moreover, students that master Algebra in their intermediate years through pre-advanced placement courses have a higher probability of taking and completing advanced mathematics course work in high school.

To further enhance engagement, the District developed its first digital, interactive, supplemental student Algebra I textbook under the 2010-2012 Algebra Readiness grant at which time, students received personal, portable wireless devices (i.e. tablets) upon which the District loaded the program. The textbook was developed using the in-kind services of the District's technology staff. The digital content is an interactive, textbook that is used in conjunction with classroom instruction from the adopted Algebra textbook. The digital instructional program is designed so that students can access the Internet using the District's wireless network during the school day to complete assignments. Students will not be required to access the Internet at home in order to complete assignments. They can, however, continue using the device after school hours to complete homework assignments that do not require internet access.

The uniqueness of design is in the interactive component. Student devices will be loaded with a variety of free supplementary Algebra applications that they can access to reinforce or relearn the content presented in class. Alternative Algebra texts will also be loaded on the student devices to further student learning, such as text created by EPISD Algebra teachers for the Algebra Readiness grant (i.e. "Fun with Algebra"). A wide variety of free applications will also be selected by TLPG Algebra teachers at the target campuses.

Currently, the digital program is serving students in Algebra classes at six of the District's 16 middle schools; this grant will allow the District to add four additional schools to the technology lending and digital instruction program. The digitalization of the Algebra textbook opens up student access to a wide range of supplemental resources. From online research engines to tablet applications that supplement instruction, students will have a plethora of online and offline resources available which they can access during and after school. The enhanced ancillary resources will increase student engagement and learning as they investigate alternative materials that substantiate classroom instruction.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the proposed project, *Algebra Readiness: Stairway to College*, EPISD's Technology Services (TS) Department will provide all required training outside of any training provided by the vendor under their standard product warranty clause within the first three months of the grant cycle.

The Instructional Technology (IT) division is the staff development branch of TS. IT offers training at one of two District training facilities, or it can provide campus training on-site. Trainers are housed in each of the District's feeder patterns to provide support on basic and advanced use of technology equipment. Each campus also has an assigned Instructional Trainer or Tech Site Coordinator to further support their training and technical needs. For independent learning, EPISD provides online training to all staff through the EPISD staff development portal, where employees can enroll in the Texas Master Technology Teacher (MTT) program at the University of Texas at El Paso, EPISD's University of TECHnology (U-TECH), and Intel Technology training. Online services are available through EPISD's Online Education (OLE) portal where staff can access Atomic Learning to train from over 15,000 videos on a variety of topics. Atomic Learning was developed under another grant; its use further leverages District resources. EPISD's TV studio provides assistance to teachers who want to use existing top-notch innovative visual programs or create their own visual program. Finally, IT also hosts two major trainings – Classroom Technology Symposium and Podstock Southwest.

Having designed and developed the digital instructional material for the original Algebra Readiness grant, the IT staff is prepared to provide the training needed for TLPG 2014-2016. Having supported the original Algebra grant, a series of trainings have already been designed to prepare teachers to administer the digital Algebra instruction.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District is leveraging technology resources to support the proposed project. All selected target campuses have wireless access and will have adequate infrastructure to support students' use of personal, wireless devices under this grant opportunity. Any supplemental infrastructure needed, although not anticipated, will be provided by the District at the District's expense or through alternative funding sources. Outside of any support provided by the vendor under their standard warranty, EPISD's Technology Services Department will provide all technical support. To further leverage resources, the Chief Technology Officer responsible for oversight of the District's Technology Services Department will provide the staff needed to ensure that all infrastructure needs are met for the participating campuses within the time constraints of the grant program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's proposed project, **_Algebra Readiness: Stairway to College_** does not require home Internet access for student participants. Any enhanced supplemental instruction designed by target teachers that require Internet access will be presented to students during their normal school hours. Currently, the digital instructional material designed for Algebra is 100% functional without Internet access.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As mentioned, all target campuses will have adequate infrastructure to support students' use of personal, wireless devices under this grant opportunity. Any supplemental infrastructure needed, although not anticipated, will be provided by the District at the District's expense or through alternative funding sources. Technical support will also be provided by the District. Outside of any support provided by the vendor under their standard warranty, EPISD's Technology Services Department will provide all technical support.

The District's Instructional Technology (IT) division is adequately prepared to handle all technical needs for the target campuses. The IT division is the staff development branch of TS. They offer training at one of two District training facilities, Trainers are housed in each of the District's feeder patterns to provide support on basic and advanced use of technology equipment, Each campus also has an assigned Instructional Trainer or Tech Site Coordinator to further support their training and technical needs, and staff can participate in independent learning by using EPISD's Online Education (OLE) portal and accessing Atomic Learning to train from over 15,000 videos on a variety of topics.

Having designed and developed the digital instructional material for the original Algebra Readiness grant, the IT staff is prepared to provide the training needed for TLPG 2014-2016. Having supported the original Algebra grant, a series of trainings have already been designed to prepare teachers to administer the digital Algebra instruction. Lastly, teachers can create visual tools with assistance from IT staff and the District's TV studio.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administrative Oversight. The proposed project will be administered at the target campuses using non-grant funds in the form of in-kind services from existing District resources. As mentioned, the administrative oversight for the grant project will be handled by the Director of Advanced Academic Services. Serving as the Grant Coordinator, the Director will be responsible for oversight and implementation of all aspects of the grant project. Currently responsible for oversight of all the District's Gifted and Talented, Pre-Advanced Placement, and Advanced Placement courses, the Director is well versed in the administration of grant funds and advanced program operations. The Grant Coordinator will coordinate the implementation of the campus-based program through communications with all program stakeholders. Regular meetings with school administrators, teachers, and other District stakeholders, as well as an open communication policy will ensure the successful operation of the project. The Grant Coordinator reports directly to the Assistant Superintendent of Curriculum and Instruction/ Research and Evaluation. Periodic reports will be made to all applicable Administrators in order to ensure that they are informed of the project and kept abreast of program issues.

Professional Development. In order to ensure that all participating teachers are familiar with the digital instructional material that has been designed for the Algebra class, the Director of Instructional Services (IS) will work with the Grant Coordinator to identify the training needed, create a training schedule, and provide in-house training. The Director of IS designed and developed the digital instructional material on which the proposed project is partly based. Responsible for oversight of the District's staff development branch of Technology Services, the Director of IS and his team will be available to answer all technical questions and to provide technical support and training.

Technology Infrastructure. The District is also leveraging technology resources to support the proposed project. All target campuses will have adequate infrastructure to support students' use of personal, wireless devices under this grant opportunity. Any supplemental infrastructure needed, although not anticipated, will be provided by the District at the District's expense or through alternative funding sources. To further leverage resources, the Chief Technology Officer responsible for oversight of the District's Technology Services Department will provide the staff needed to ensure that all infrastructure needs are met for the participating campuses within the time constraints defined in the grant program.

Campus Coordination/Equipment Checkout/Equipment Maintenance. The distribution of the personal, wireless devices will take place after the Grant Coordinator meets with students and parents to explain the use and purpose of the device. Teachers will be trained on the use of the devices at a different time in order to ensure that they are familiar with the digital instructional materials and the grant program that is funding the project. The target population provides for a 1:1 ratio of student to device for all students enrolled in Algebra classes at the four target campuses. Therefore, the District does not anticipate a teacher will need to identify which student does or does not receive a device. If the situation presents itself that the student enrollment surpasses the current numbers used in the application, the teacher will inform the Grant Coordinator and an alternative solution will be sought. The District will purchase some of the needed tablet covers with grant funds in order to minimize the potential for damage; the remaining tablet covers will be purchased through alternative funding sources. The District/campus will use alternative funding sources to replace student equipment that is lost, stolen, or damaged. The equipment replacement process and conditions of replacement are addressed in the lending agreement that was designed for the program. All measures will be taken to ensure students have a personal, wireless device during the grant cycle. On the off chance that equipment is not available, students will revert back to hard copy textbook use.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071902	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD has an Acceptable Use Agreement (AUA) in place to ensure that students and parents are aware of and in agreement with proper student technology use. A Technology Lending Agreement was created to support the 2012-2013 TLPG program which requires signatures from students and parents/guardians prior to releasing equipment. Program details and terms of the agreement (including procedures for reporting lost, damaged, or stolen equipment), will be discussed during student and parent/guardian meetings.

EPISD's local AUA policy is available in the Student's Handbook and on the District's web site at http://www.episd.org/departments/tech_svc/acceptable_use.php. Technology is received in the District's warehouse through its Purchasing Department and provided with an inventory tag prior to campus distribution. The District does not provide insurance for damage, loss, or maintenance of student equipment; nor does it require parents/guardians to purchase insurance for various reasons, including socio-economic status. In order to minimize the potential for damage, EPISD will use a portion of grant funds to purchase tablet covers to protect the devices; the District will pay for the remaining covers through other alternative funding sources. Tablet covers have proven to be successful in preventing damage to these student devices. All student technology purchased under the TLPG will be covered under the vendor's standard warranty. If a device is lost, stolen, or damaged, EPISD will use alternative funding sources to replace the equipment. All measures will be taken to ensure students have a personal wireless device during the grant cycle. On the off chance that equipment is not available, students will revert back to hard copy textbook use; grant funds will not be used to purchase replacement items.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As mentioned, EPISD currently has an Acceptable Use Agreement (AUA) in place; its purpose is to ensure that students and parents are aware of and in agreement with proper student technology use. A Technology Lending Agreement, was created to support the 2012-2013 TLPG program. The lending agreement addresses student and parent responsibilities related to proper use, care of equipment, damage, and loss. Issues addressing responsible use of the Internet are discussed in the AUA which students and parents/guardians can find in the Student Handbook and/or on the District's web site at http://www.episd.org/_departments/tech_svc/acceptable_use_agreement. php.

For the TLPG, the Grant Coordinator will coordinate meetings with students and parents/guardians in order to discuss the lending agreement, explain the purpose of the devices and how they will be used, obtain student and parent signatures, and distribute devices to students. On the rare occasion that a tablet is lost, damaged, or stolen, students and parents will be informed as to the proper procedures to follow to report the incident.

Currently, the digital instructional material designed for Algebra is 100% functional without Internet access. Although the digital instructional material does not require access to the Internet in order to operate, it offers Internet access as an option to enhance instruction. The digital program is designed so that students can access the Internet using the District's wireless network during the school day when students are in class. Students will not be required to access the Internet at home in order to complete assignments.

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